ANTALYA BİLİM UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES
ENGLISH PREPARATORY PROGRAM

ANTALYA BİLİM
UNIVERSITY

TESTING, ASSESSMENT AND EVALUATAION
SYSTEM HANDBOOK

Contents

1. INTRODUCTION

1.1. Professional Purpose

The Testing and Assessment Unit of Antalya Bilim University's Preparatory Program serves as a cornerstone in fostering a holistic and impactful learning experience. Our primary aim is to design and implement assessment practices that reflect the principles of transparency, creativity, and fairness while maintaining a strong alignment with the curriculum. By ensuring that our assessments are firmly rooted in classroom instruction, we provide students with tools that not only measure their progress effectively but also prepare them for the academic challenges they will encounter in their faculties, where English is the medium of instruction. These assessments are crafted to simulate the kinds of tasks and skills students will need in their future academic disciplines, ensuring they are equipped for real-world application. We prepare students to engage confidently in multilingual and multicultural environments, equipping them with the language skills necessary for global communication.

1.2. Mission

Our mission is to design and deliver assessments that reflect the diverse learning needs and experiences of our students, viewing their differences as a source of richness and strength. Through innovative methodologies and a focus on authenticity, we aim to prepare tests that are not only fair and objective but also foster a positive and supportive learning environment. Each assessment is designed to promote transparency and is carefully aligned with classroom instruction, ensuring that students and teachers alike feel confident in the fairness and reliability of the testing process. Moreover, our assessments are purposefully structured to mirror the academic tasks students will face in their respective faculties, ensuring that they develop the skills needed to succeed in English-medium instruction programs. We aim to equip our students with the linguistic tools required to express themselves confidently and effectively in global and multilingual settings.

1.3. Vision

The vision of the Testing and Assessment Unit is to establish itself as a leader in creating cutting-edge, student-focused evaluation systems that inspire confidence and creativity among learners. By embracing innovation and humanistic values, we seek to build a framework for assessments that empowers students to use English effectively and authentically in diverse contexts. Through assessments that simulate the demands of English-medium academic programs, we prepare students to excel in their fields of study, fostering their ability to navigate complex academic and professional environments with ease. Through our unwavering commitment to fairness, inclusivity, and excellence, we aspire to set a benchmark for language assessment practices that support both academic success and personal development in a rapidly changing global landscape.

1.4. Core Values of Testing and Assessment Unit
Alignment with Curriculum and Classroom Instruction

Our assessments are designed to closely align with classroom instruction and curriculum goals, creating a strong and meaningful link between what students learn and how they are evaluated.

a. Objectivity and Reliability

We develop assessments that produce consistent and unbiased results, ensuring the accuracy and credibility of every evaluation.

b. Transparency
We maintain clear assessment criteria, processes, and outcomes to build trust and confidence among students and educators, fostering a culture of accountability.

c. Fairness and Equity
We design and deliver assessments that provide equal opportunities for all students, ensuring fairness regardless of their backgrounds or learning styles.

d. Authenticity
Our assessments reflect real-life tasks and academic challenges that students will encounter in their English-medium faculties, helping them develop practical and applicable language skills.

e. Innovation

We are committed to continuously enhancing our testing methods by adopting creative and forward-thinking practices that address the evolving needs of students and the academic world.

f. Humanistic Approach

We prioritize the well-being of our students by creating assessments that are supportive, student-friendly, and respectful of their individual needs and experiences.

g. Global Relevance

Our assessment design incorporates the principles of English as a Lingua Franca (ELF), preparing students to communicate effectively in diverse, multilingual, and multicultural environments.

1.5. Our Approach
At the Testing and Assessment Unit of Antalya Bilim University's Preparatory Program, our approach centers on creating assessments that actively support and enhance learning. We aim to design evaluations that motivate students to take ownership of their learning journey while providing actionable feedback to both students and teachers. Our assessments align with the curriculum objectives and mirror the academic tasks students will encounter in their English-medium faculties, ensuring their relevance and authenticity. We contextualize test items around meaningful, real-world scenarios, allowing students to see the practical applications of their language skills.

Feedback, whether verbal or written, plays a critical role in helping students recognize their strengths and address their challenges, ultimately boosting their confidence and performance. Our process integrates a wide variety of assessment tools to cater to diverse learning needs and creates an inclusive, student-friendly testing environment. Above all, we strive to humanize the assessment experience, ensuring that it remains supportive, fair, and student-centered.

a. Assessment Drives Learning

Assessment is more than just a measure of progress—it is a key tool that shapes and enhances how students learn and engage with their studies.

b. Students Are More Than Scores

A test score doesn't define a student. Assessments should reflect their abilities, potential, and individuality, going beyond numbers to capture the whole learner.

c. Authenticity and Real-Life Relevance

Assessments should replicate real-world tasks and situations, preparing students for the practical challenges they will face in academic and professional environments.

d. Integrated with Teaching

Assessment is closely linked to teaching and learning, offering valuable insights and feedback that guide both educators and students before, during, and after lessons.

e. A Human-Centered Approach

We focus on creating assessments that are supportive, inclusive, and respectful, fostering a positive and confidence-building experience for all students. We create supportive and inclusive assessments that avoid offensive topics like racism, health issues, death, or disasters. For students with disabilities, we adapt exams and settings to meet their specific needs, ensuring a fair and respectful experience for all.

f. Preparation for Academic Success

Our assessments align with the tasks and challenges students will encounter in their English-medium faculties, ensuring they are ready to succeed in their academic and professional futures.

g. Technology

Technology plays a role in our assessment processes. From proofreading and editing to recording audio materials for listening tasks and creating innovative, test formats.

This philosophy reflects our commitment to creating fair, relevant, and supportive assessments that empower students to achieve their full potential.

2. TEST USEFULNESS FACTORS

2.1. Reliability

A Testing and Assessment Unit plays a crucial role in ensuring that test scores are consistent, stable, and reproducible over time and across different test administrations. To enhance reliability, the unit must implement rigorous procedures in test design, administration, and scoring. To improve reliability in its assessment processes, Testing and Assessment Unit at Antalya Bilim University:

- ensures that test formats remain consistent across different test administrations.
- provides clear instructions for all test sections to reduce misunderstandings among test-takers
- uses templates for question types (e.g., multiple-choice, short answer, essay) to maintain structural consistency.

- avoids ambiguous wording in test questions
- ensures questions are straightforward and free of cultural or linguistic bias
- uses well-defined rubrics for subjective questions to minimize variations in scoring
- conducts item analysis to check difficulty levels and discrimination indices
- conducts item difficulty index and ensures questions are neither too easy nor too hard
- conducts item discrimination index and determines whether high-performing students consistently score higher on the item compared to low-performing students
- removes or revises items that do not perform well in tests
- trains all test administrators and invigilators to follow standardized procedures
- uses detailed proctoring guidelines to ensure uniformity in test conditions
- monitors test sessions for technical issues and environmental distractions (for face-to-face exams)
- ensures equal time allocation for all test-takers.
- uses automatic timers in assessments to standardize timing.
- implements uniform start and end procedures across different test administrations
- shuffles multiple-choice questions and answer choices to minimize the impact of test-taking strategies
- provides detailed scoring rubrics for essay and open-ended questions
- conducts regular standardization sessions for raters to ensure scoring consistency
- uses double marking (having two independent raters score the same responses) to reduce bias
- measures inter-rater reliability to ensure that different raters give similar scores
- checks for internal consistency reliability (e.g., Cronbach's Alpha) to ensure test items measure the same construct
- conducts statistical analyses (e.g., reliability coefficients) to check score consistency
- seeks instructor feedback on testing and assessment issues at the end of the modules
- maintains a test item database and update it regularly based on performance data
- discards problematic or outdated test items that do not contribute to reliability.

2.2 Validity

Validity refers to the extent to which test scores provide meaningful and appropriate interpretations about students' knowledge, skills, or abilities. To enhance the validity of assessments at Antalya Bilim University, the Testing and Assessment Unit must implement best practices in test design, administration, scoring, and post-test analysis. To improve content validity, construct validity, criterion validity, and face validity in the university's testing and assessment processes, Testing and Assessment Unit at Antalya Bilim University: ensures the items below;

2.2.1 Content Validity

Testing and Assessment Unit;

- ensures that all test items are directly linked to course objectives and learning outcomes.
- uses (test specifications) to map the test content to the syllabus

- avoids testing content that was not covered in the course
- distributes test questions evenly across key topics and avoids over-representing or under-representing certain areas
- uses a mix of question types (multiple-choice, gap-fill, open-ended, performance-based) to assess a wide range of skills
- ensures a balance between lower-order thinking skills (recall, recognition) and higher-order thinking skills (analysis, evaluation, synthesis)
- has experienced instructors and curriculum developers review test items to ensure they align with instructional content
- conducts peer reviews of test items before finalizing an exam
- regularly updates test items based on changes in the curriculum.

2.2.2 Construct Validity

Construct validity refers to whether a test accurately measures the underlying skill or ability it is supposed to measure. Testing and Assessment Unit;

- ensures test items do not introduce unintended barriers (e.g., a test that assesses content knowledge, not language proficiency).
- designs questions that measure the intended skill, not test-taking strategies or extraneous factors.
- designs performance-based assessments (e.g., presentations, projects, essays) when measuring skills that require real-world application.
- analyzes student performance patterns to ensure test items measure the same underlying construct.
- uses statistical methods (e.g., factor analysis) to check if items correlate with the overall skill being tested.

2.2.3 Criterion-Related Validity

Testing and Assessment Unit assesses how well a test correlates with external measures such as future performance, grades, or other standardized tests.

2.2.4 Predictive Validity (Does the Test Predict Future Performance?)

Testing and Assessment Unit compares students' test scores with their performance in subsequent courses or professional settings and gathers longitudinal data on student performance after assessment to check the accuracy of predictions.

2.2.5 Concurrent Validity (Does the Test Correlate with Other Measures?)

Testing and Assessment Unit;

- ensures tests reflect more or less similar results about the performance of the students taking the tests.

- ensures tests give similar performance results when compared with the related in-class

performance of the students.

- ensures tests define the students' performance in line with the perceptions of the program
- aligns assessments with internationally recognized frameworks, such as CEFR for language proficiency.

2.2.6 Face Validity

Face validity refers to whether a test appears valid to students, instructors, and stakeholders. While face validity does not determine actual validity, it affects student motivation and confidence in the assessment process. To improve face validity, Testing and Assessment Unit;

- provides students with a test format and clear guidelines before the exam.
- ensures instructions are explicit and unambiguous.
- collects feedback from students and teachers on test clarity and relevance.
- conducts student surveys on test fairness and difficulty level.
- discusses test design improvements with the administration and the instructors

2.2.7 Test Administration and Scoring Validity

In order to improve test administration and scoring validity, Testing and Assessment Unit;

- ensures uniform test conditions for all students (e.g., same time limits, clear instructions, controlled testing environments).
- implements strict security measures to prevent cheating, which can distort validity.
- develops clear grading rubrics for subjective test items (e.g., essays, speaking exams, projects presentations).
- conducts rater training sessions to improve inter-rater reliability in scoring subjective responses.
- ensures that students receive detailed feedback on their performance, not just scores.
- links feedback to specific learning objectives to enhance educational impact.

2.2.8 Post-Test Validation and Continuous Improvement

In order to improve Post-Test Validation and Continuous Improvement, Testing and Assessment Unit;

- uses difficulty index and discrimination index to evaluate test item effectiveness
- removes or revises poorly performing test items
- compares test reliability coefficients (e.g., Cronbach's Alpha) with validity measures to ensure consistent and meaningful assessment

- schedules periodic test reviews to refine assessment tools
- ensures that test items remain aligned with educational goals.

2.3. Authenticity

At Antalya Bilim University's Testing and Assessment Unit, enhancing authenticity ensures that assessments are meaningful, engaging, and useful for students. Below are detailed strategies to improve authenticity in test design, administration, and scoring. Testing and Assessment Unit;

- develops test items that reflect real-world situations students are likely to encounter in their academic, professional, and personal lives
- incorporates authentic texts, videos, and audio recordings from real-world sources instead of simplified or artificial materials
- avoids using texts that are overly edited or unrealistic in vocabulary, tone, or structure.
- uses tasks that require multiple skills at the same time
- moves beyond multiple-choice questions and include tasks where students produce language, or complete projects
- allows students to express ideas in their own words rather than selecting predefined answers
- includes short-answer questions, essays, and reflections, instead of only closed-ended questions
- ensures that the scoring system supports creativity and original thinking rather than rote memorization
- implements computer-based or online assessments that replicate workplace conditions.
- uses multimedia elements such as audios and videos instead of focusing solely on grammar or technical correctness, rubrics assess content, organization and communication
- offers students constructive feedback that mimics real-world evaluation. For example, instead of just marking errors, provide feedback like "Your response would be clearer if you structured your argument with more supporting evidence, just like in a real business pitch."
- regularly updates test items based on changes in professional and academic trends.

2.4. Interactivity

Interactivity in assessment refers to how well the test engages students cognitively, affectively, and behaviorally**,** requiring active participation rather than passive response selection. Interactive assessments enhance learning by requiring students to engage in real-world tasks, collaborate, and problem-solve. To improve interactivity, Testing and Assessment Unit at Antalya Bilim University;

- uses computerized adaptive testing (CAT)**,** where test difficulty adjusts based on student responses
- engages students cognitively, affectively, and behaviorally
- takes into consideration the students' language knowledge; topical, lexical and affective schemata.

2.5. Impact of Testing and Assessment

Impact refers to the consequences of testing on students, teachers, curriculum design, and institutional policies. A well-designed test should positively influence learning and teaching while minimizing stress and negative consequences. To improve impact, Testing and Assessment Unit at Antalya Bilim University;

- ensures that every test item supports student learning rather than simply measuring knowledge.
- includes formative, low-stakes assessments that provide ongoing feedback
- delivers feedback that is:

  timely (soon after the assessment).

  specific (identifying strengths and weaknesses).

  constructive (suggesting ways to improve).

- reduces test anxiety by designing transparent and student-friendly assessments
- ensures fairness by avoiding bias, cultural irrelevance, or ambiguous test items
- implements alternative assessment methods for students with disabilities (e.g., oral exams for students who cannot see).

2.6. Practicality

Practicality refers to how feasible, cost-effective, and efficient an assessment is in terms of time, resources, and effort for both students and teachers. To improve practicality, Testing and Assessment Unit at Antalya Bilim University;

- standardizes grading rubrics to reduce grading time for essays and open-ended responses.
- develops a question bank to quickly generate different test versions.
- minimizes reliance on expensive external testing services by training faculty in test development. For example, instead of outsourcing a language proficiency test, develop an in-house speaking and writing assessment framework.
- uses secure online testing platforms with:
- randomized questions to prevent cheating.
- plagiarism detection software for written responses.
- avoids unnecessarily long exams that cause fatigue and reduce reliability.

2.7. Interrater Reliability

To improve practicality, Testing and Assessment Unit at Antalya Bilim University;

- creates detailed grading rubrics outlining specific criteria for each level of performance.
- ensures rubrics define key elements of quality responses (e.g., in essay grading, rubrics specify content, organization, word choice, coherence, grammar variety and accuracy, punctuation.

- organizes regular standardization sessions where graders assess sample responses together and discuss score justifications.
- uses benchmark responses to standardize scoring expectations.
- has raters independently score an answer, then compare and discuss inconsistencies.
- requires two independent graders to assess subjective responses (e.g., essays, oral exams). If there is a significant score discrepancy, a third rater (testing members) resolves the final score.
- randomizes the order in which responses are graded.

3. RESPONSIBILITIES OF THE TESTING OFFICE

The responsibilities of the Testing Office at ABU are as follows:

- Developing and administering exams, including placement, proficiency, and international program tests (e.g., Erasmus exams).
- Meeting deadlines for test preparation, administration, and result reporting.
- Informing instructors about the exam rules and details
- Providing standardization sessions before the speaking and writing exams
- Coordinating exam logistics, including scheduling, room assignments, and invigilation arrangements
- Ensuring exam security by implementing protocols for test distribution, collection, and storage
- Managing test administration
- Handling student inquiries and special exam accommodations for students with disabilities or special needs
- Reviewing and updating test materials regularly to align with curriculum and learning outcomes
- Supervising the grading process and ensuring fairness and reliability in assessments
- Managing appeals and re-evaluation requests according to established procedures
- Developing guidelines for instructors and students regarding testing procedures
- Analyzing and interpreting assessment data to ensure reliability, validity, and fairness in testing.
- Communicating effectively, both orally and in writing, with instructors, students, and administrative staff regarding exam policies and procedures.
- Continuously improving professional knowledge and skills in the field of language testing and assessment.

4. BASIC QUALIFICATIONS OF EXISTING AND PROSPECTIVE TESTING AND ASSESSMENT CENTRE MEMBERS

ABU English Preparatory Program Testing and Assessment Centre existing or prospective members;

- Must hold at least a Bachelor's degree in TEFL, English, American Literature, or Translation.

- Should have a minimum of three years of experience in TEFL or a related field; prior experience in testing and assessment, particularly in a testing office, is strongly preferred.
- Should possess in-depth knowledge of testing and assessment methodologies, techniques, policies, procedures, security measures, and confidentiality protocols for test materials and grading.

5. ARCHIVING

The ABU English Preparatory School Testing Office archives students' exam papers for two years in the archive room at the university. Students can request access to their stored exams by submitting a petition in accordance with the Regulations of the Higher Board of Education (YÖK).

Additionally, the Testing Office securely stores all exam materials online using OneDrive.

6. CONFIDENTIALITY AND SECURITY IN TESTING

Testing and Assessment Unit at Antalya Bilim University;

- Ensures the security of exam materials and preventing unauthorized access for maintaining test integrity
- limits exam access to authorized personnel
- takes photo of the exam booklet and taking an extra copy of the exam is not allowed ensures invigilators must not discuss anything related to the exam with the students or any instructor when the students are around (i.e. difficulty level of the exam, correct answers, problems, etc.)
- uses secure printing rooms for hard-copy exams
- digitally encrypts exam files if shared electronically
- restricts printing permissions to authorized faculty members
- uses trained proctors for in-person exams
- Utilizes secure browser technology to prevent students from navigating away from the test window
- collects all exam papers immediately after the test to prevent leaks
- stores graded exams in locked cabinets or encrypted digital folders.

7. TESTS PREPARED AND ADMINISTERED BY THE TESTING OFFICE

ABU English Preparatory School Testing Office is mainly responsible for preparing and administering the following tests:

Proficiency

Placement

Level Exams

> Midterm
> Final
> Writing Exams

Erasmus Exam

Exam for Transfer Students

8. MAKE-UP EXAM POLICY AT ANTALYA BILIM UNIVERSITY

The Make-Up Exam Directive of Antalya Bilim University establishes the rules and conditions under which students may request a make-up exam.

Conditions for Make-Up Exams

A student may apply for a make-up exam under the following circumstances, provided they submit valid documentation:

8.1. Medical Reasons (Article 4)

If a student undergoes surgery, is hospitalized, or has a serious illness requiring at least three days of medical leave, they must submit a medical report from a specialist doctor or an emergency room doctor (excluding private clinics).

8.2. Death of a Close Relative (Article 5)

If a third-degree relative or closer passes away at a time that prevents the student from attending the exam, they must submit a death certificate to the relevant Dean's Office/Directorate within five days after the exam.

8.3. Traffic Accidents and Unforeseen Events (Article 6)

If a student is involved in a traffic accident on their way to the exam, they must provide a police accident report.

If the student's residence is affected by a disaster (e.g., fire, flood, earthquake, structural collapse) before or on the exam day, they must submit an official document from the relevant authorities.

8.4. Detention or Arrest (Article 7)
If a student is detained or arrested, they must provide an official document from the police station, public prosecutor, or judicial authorities confirming the event.

8.5. University or Government Assignments (Article 8)
If a student is officially assigned by the university or another public institution for national or international competitions, sports events, or other activities, they must provide an official assignment document.

8.6. Other Exceptional Circumstances (Article 9)

If a student misses an exam due to other exceptional reasons not explicitly listed in the directive, they must provide supporting official documentation. The case will be reviewed and decided by the relevant faculty/school administration.

8.7. Application and Approval Process

Students must submit a written petition specifying the course(s) they missed, along with original documents proving their excuse, within five business days after the exam.

The Faculty/School Administrative Board evaluates each request and makes the final decision.

If approved, students take the make-up exam during the period designated in the academic calendar.

Students with an approved medical excuse are not allowed to take any other exams on the days covered by their medical report.

This directive is based on the Higher Education Law No. 2547 and relevant university regulations and has been in effect since February 1, 2018.

Students eligible for make-up exams will receive an email with details about the venue and time of the exam. Those who fail to attend the make-up exam will not be given a second opportunity.

The content and format of the make-up exam do not have to be the same as the missed exam.

Students who miss Midterm exams, Final exams, Writing exams, and Project tasks without a legitimate excuse will automatically receive 0 points for that exam.

9. TESTING OFFICE ENVIRONMENT STANDARDS

The ABU English Preparatory Program Testing and Assessment Centre requires an office environment that meets the following standards:

Quiet and free from distractions to ensure a focused workspace.

Equipped with essential office tools, including PCs and printers

Spacious enough to store resource materials and students' exam papers securely.

Restricted to Testing and Assessment Centre members only to maintain confidentiality and efficiency.

10. RESOURCES NEEDED BY THE TESTING OFFICE

The ABU English Preparatory Program Testing Office should have:

Regularly updated resources covering all language levels for Listening, Writing, Speaking, Grammar, and Vocabulary.

Additional assessment materials aligned with the program curriculum, sourced from reputable publishing houses.

11. INFORMATION SHARED WITH STUDENTS ABOUT TESTING AND ASSESSMENT
11.1. TESTS

11.1.1 Placement Test

Students accepted to study at ABU must take the ABU Placement Test. Students will take the test in the education building on the main campus on the registration date.

The Placement Test has two parts:

1. A multiple-choice online exam assessing grammar, vocabulary, reading and listening skills

2. A writing exam that is based on the level that the student was placed in during the first part of the exam.

Students whose scores are below the intermediate (B1) level in the Placement Test are placed in appropriate levels according to their scores. Students will not be allowed to change the level and class they are placed in.

Students who score B1 and above in the Placement Test have the opportunity to take the English Proficiency Exam to be exempt from the English Language Training Program.

11.1.2. Proficiency Test

The Proficiency Exam is the exam that proves a student is proficient enough in English to study at his/her faculty. Therefore, a student finishing B2 level is expected to pass the test with hard work and dedication.

The Proficiency Exam is administered four times in an academic year. The first test is done at the beginning of the year in September, the second is done at the end of the second module in January, the third one is done at the end of each academic year in June and the last one is done at the end of August.

In order to take the **January Proficiency Exam and June Proficiency Exam**, students have to be at B2 level or pass B1 level.

The August Proficiency Exam can be taken by all students without considering their level of English.

The September Proficiency Exam can be taken by new students who are B1 or B2 level.

Students who study their 2nd year in ELTP, can take all of the Proficiency Exams.

The Proficiency Exam consists of 5 main sections;

10% Vocabulary and Grammar: *Students are required to answer fill-in-the-blank and multiple-choice questions related to grammar and vocabulary.*

10% Reading: *Students are required to read 2 reading texts and answer multiple choice and open-ended questions about those texts.*

10% Listening: *Students are required to listen to one lecture and one dialogue and answer multiple choice and open-ended questions related to the listening texts they listened to.*

20% Writing: Students are required to write an essay of a minimum of 350 words.

20% Speaking: Students are expected to talk about 2 questions (2 minutes for each).

A sample of proficiency test can be seen on the website of ABU:

https://antalya.edu.tr/tr/fakulte-ve-enstituler/yabanci-diller-yuksekokulu/icerik/ingilizce-dil-egitim-programi/olcme-ve-degerlendirme-uygulamalari/ornek-b2-sinavi

Students who score **70** or above on the proficiency test can start taking their classes in the faculties they enrolled in.

The students who score below 70 are required to continue their studies in the ELTP according to their level.

Students who submit any of the following internationally accepted exam scores can be exempted from the ELTP on condition that they pass the ABU Language Proficiency Test.

The accepted scores are:

Accepted Exams	Accepted Results
TOEFL IBT	**78**
PTE Academic	**67**
YDS/YÖKDİL	**65**

11.1.3. Level Tests

Level exams are prepared by our testing and evaluation unit and are evaluated according to the criteria they provide. While the reading and writing sections of the final and midterm exams are evaluated according to the answer keys prepared by our unit, certain criteria are used for the writing and speaking sections. There are separate criteria for projects, assignments and course participation, which also play a role in the student's passing the level. All of these criteria are posted on the classroom boards at the beginning of each module.

With the help of these criteria, the success of students at all levels is evaluated according to the measurement tools and percentages specified below.

Final exams are scored out of 70 points for all levels. Final exam scores over 70 are calculated out of 100 and entered into the system out of 100. In order for students to successfully complete their level, all exam averages must be 70 or above.

Note: No report will be accepted for the final exam and no make-up exam will be held. For midterm exams, the student can take the make-up exam if a report of at least three days is submitted.

The sections, percentages and contents of the final exam are given on the following pages.

A1 Level Exams, Percentages and Contents

Exam	%	Content
Final	**%45**	**Vocabulary and Grammar (10 points):** Students are required to answer fill-in-the-blank and multiple-choice questions related to grammar and vocabulary. **Reading (10 points):** Students are required to read 2 reading texts and answer multiple choice and open-ended questions about those texts. **Listening (10 points):** Students are required to listen to 2 listening texts and answer multiple choice and open-ended questions about those texts. **Writing (20 points):** Students are required to write a paragraph of minimum 120 words. **Speaking(20 points):** In this section, students answer 1 question and are given 1 minute of thinking time for this question and are required to talk about the question for 1-2 minutes.
Midterm	**%35**	**Vocabulary and Grammar (10 points):** Students are required to answer fill-in-the-blank and multiple-choice questions related to grammar and vocabulary. **Reading (10 points):** Students are required to read 2 reading texts and answer multiple choice and open-ended questions about those texts. **Listening (10 points):** Students are required to listen to 2 listening texts and answer multiple choice and open-ended questions about those texts. **Writing (20 points):** Students are required to write a paragraph of minimum 80 – 100 words. **Speaking(20 points):** In this section, students answer 1 question and are given 1 minute of thinking time for this question and are required to talk about the question for 1-2 minutes.
Homework and Participation	**%5**	The student's performance in terms of doing their homework, coming to class prepared, their attitudes and behaviors during the lesson, participation in the lesson and attendance is evaluated by the teachers attending the lesson and a grade out of 100 is given. This evaluation

		occurs twice in the module, once in the middle of the module and once at the end of the module. The student's final grade is determined by taking the average of the grades given.
Projects	**%7.5**	Students conduct research on a given topic in the designated weeks as a group study, prepare a presentation on that topic, and submit the data they have prepared on the research topic to their teachers in writing. On the last day of the week, each group presents their work to the other groups in turn. In the projects carried out, students are given a grade out of 100 by the project teachers based on their presentation performance as a result of their work with the group. The student's final grade is determined by taking the average of the grades given.
Weekly Writing Exams	**%7.5**	At A1 level, students are given a two-stage process-based writing exam on the subject of that week every week, on the day and time announced in advance. Students who receive feedback on their paragraphs written in the first stage take the second stage of the writing exam on another day in the same week. The student's final grade is determined by taking the average of the grades given out of 100.

A2 Level Exams, Percentages and Contents

Exam	%	Content
Final	**%45**	**Vocabulary and Grammar (10 points):** Students are required to answer fill-in-the-blank and multiple-choice questions related to grammar and vocabulary.
		Reading (10 points): Students are required to read 2 reading texts and answer multiple choice and open-ended questions about those texts.
		Listening (10 points): Students are required to listen to 2 listening texts and answer multiple choice and open-ended questions about those texts.
		Writing (20 points): Students are required to write a paragraph of minimum 180 words.
		Speaking (20 points): The A2 speaking exam is conducted in pairs and consists of three parts. After a short warm-up to help students feel relaxed, candidates take part in a structured paired question-and-answer activity. In this stage, students ask their partner simple, familiar questions, answer in full sentences, and give brief reactions or comments. This part focuses on basic interaction, turn-taking, and responding appropriately. In the final part, students answer an individual opinion question on a familiar topic with short preparation time, while their partner listens.

		Students are assessed on their ability to communicate simple ideas clearly, use basic vocabulary and grammar accurately, and interact with their partner in a supportive and understandable way.
Midterm	**%35**	**Vocabulary and Grammar (10 points):** Students are required to answer fill-in-the-blank and multiple-choice questions related to grammar and vocabulary. **Reading (10 points):** Students are required to read 2 reading texts and answer multiple choice and open-ended questions about those texts. **Listening (10 points):** Students are required to listen to 2 listening texts and answer multiple choice and open-ended questions about those texts. **Writing (20 points):** Students are required to write a paragraph of minimum 130 words. **Speaking (20 points):** In this section, students answer 1 question and are given 1 minute of thinking time for this question and are required to talk about the question for 1-2 minutes.
Homework and Participation	**%5**	The student's performance in terms of doing their homework, coming to class prepared, their attitudes and behaviors during the lesson, participation in the lesson and attendance is evaluated by the teachers attending the lesson and a grade out of 100 is given. This evaluation occurs twice in the module, once in the middle of the module and once at the end of the module. The student's final grade is determined by taking the average of the grades given.
Projects	**%5**	Students conduct research on a given topic in the designated weeks as a group study, prepare a presentation on that topic, and submit the data they have prepared on the research topic to their teachers in writing. On the last day of the week, each group presents their work to the other groups in turn. In the projects carried out, students are given a grade out of 100 by the project teachers based on their presentation performance as a result of their work with the group. The student's final grade is determined by taking the average of the grades given.

Writing Exams	%10	For A2 level, students have one process-based (two-stage) and one timed writing exam within a module.

B1 Level Exams, Percentages, and Contents

Exam	%	Content
Final	%45	**Vocabulary and Grammar (10 points):** Students are required to answer fill-in-the-blank and multiple-choice questions related to grammar and vocabulary. **Reading (10 points):** Students are required to read 2 reading texts and answer multiple choice and open-ended questions about those texts. **Listening (10 points):** Students are required to listen to one lecture and one dialogue and answer multiple choice and open-ended questions related to the listening passages they listen to. **Writing (20 points):** Students are required to write an essay of minimum 300 words. **Speaking (20 points):** The speaking exam is conducted in pairs or, in groups of three and consists of three parts. After a short warm-up, students respond to individual opinion-based questions with brief preparation time and react to their partner's ideas. Then, students work together to discuss a given situation and several ideas. They are expected to exchange opinions, ask and answer questions by taking turns, and justifying their decision collaboratively within the given time. Students are assessed on their ability to express ideas clearly, use appropriate language, and interact effectively, including turn-taking and responding to others.
Midterm	%35	**Vocabulary and Grammar (10 points):** Students are required to answer fill-in-the-blank and multiple-choice questions related to grammar and vocabulary. **Reading (10 points):** Students are required to read 2 reading texts and answer multiple choice and open-ended questions about those texts. **Listening (10 points):** Students are required to listen to one lecture and one dialogue and answer multiple choice and open-ended questions related to the listening passages they listen to. **Writing (20 points):** Students are required to write an essay of minimum 250 words.

		Speaking (20 points): In this section, students answer 1 question and are given 1 minute of thinking time for this question and are required to talk about the question for 2 minutes.
Homework and Participation	%5	The student's performance in terms of doing their homework, coming to class prepared, their attitudes and behaviors during the lesson, participation in the lesson and attendance is evaluated by the teachers attending the lesson and a grade out of 100 is given. This evaluation occurs twice in the module, once in the middle of the module and once at the end of the module. The student's final grade is determined by taking the average of the grades given.
Projects	%5	Students conduct research on a given topic in the designated weeks as a group study, prepare a presentation on that topic, and submit the data they have prepared on the research topic to their teachers in writing. On the last day of the week, each group presents their work to the other groups in turn. In the projects carried out, students are given a grade out of 100 by the project teachers based on their presentation performance as a result of their work with the group. The student's final grade is determined by taking the average of the grades given.
Writing Exams	%10	For B1 level, students have two timed writing exam within a module.

B2 Level Exams, Percentages and Contents

Exam	%	Content
Final	%50	**Vocabulary and Grammar (10 points):** Students are required to answer fill-in-the-blank and multiple-choice questions related to grammar and vocabulary. **Reading (10 points):** Students are required to read 2 reading texts and answer multiple choice and open-ended questions about those texts. **Listening (10 points):** Students are required to listen to one lecture and one dialogue and answer multiple choice and open-ended questions related to the listening passages they listen to. **Writing (20 points):** Students are required to write an essay of minimum of 350 words. **Speaking (20 points):** The speaking exam is conducted in pairs or, in groups of three and consists of three parts. After a short warm-up,

students respond to individual opinion-based questions with brief preparation time and react to their partner's ideas. Then, students work together to discuss a given situation and several ideas. They are expected to exchange opinions, ask and answer questions by taking turns, and justifying their decision collaboratively within the given time. Students are assessed on their ability to express ideas clearly, use appropriate language, and interact effectively, including turn-taking and responding to others.

Presentation (10 points): B2 level students prepare a presentation on a topic they choose in the 5th week of the module, gradually until the last week of the module, and they are required to present this presentation to their classmates and teachers on the day and time determined at the end of the module.

Midterm	**%30**	**Vocabulary and Grammar (10 points):** Students are required to answer fill-in-the-blank and multiple-choice questions related to grammar and vocabulary.
		Reading (10 points): Students are required to read 2 reading texts and answer multiple choice and open-ended questions about those texts.
		Listening (10 points): Students are required to listen to one lecture and one dialogue and answer multiple choice and open-ended questions related to the listening passages they listen to.
		Writing (20 points): Students are required to write an essay of minimum of 300 words.
		Speaking(20 points): In this section, students answer 1 question and are given 1 minute of thinking time for this question and are required to talk about the question for 2 minutes.
Homework and Participation	**%5**	The student's performance in terms of doing their homework, coming to class prepared, their attitudes and behaviors during the lesson, participation in the lesson and attendance is evaluated by the teachers attending the lesson and a grade out of 100 is given. This evaluation occurs twice in the module, once in the middle of the module and once at the end of the module. The student's final grade is determined by taking the average of the grades given.
Projects	**%7.5**	Students conduct research on a given topic in the designated weeks as a group study, prepare a presentation on that topic, and submit the data they have prepared on the research topic to their teachers in writing. On the last day of the week, each group presents their work to the other groups in turn. In the projects carried out, students are given a grade out of 100 by the project teachers based on their presentation performance as a result

		of their work with the group. The student's final grade is determined by taking the average of the grades given. In a module, students prepare 4 group projects and deliver 1 individual presentation. They start preparing for the individual presentation step by step from the 2nd week onward. Each group project contributes 1%, and the individual presentation contributes 3.5%, impacting the overall module grade by a total of 7.5%.
Writing Exams	**%7.5**	Within a module at B2 level, students have two timed writing exams.

12. EXAM PREPARATION

The exam content at Antalya Bilim University is carefully selected from commercially published resources as well as original resources adapted to meet the desired language level. We aim to create engaging and fair exams that match the language and knowledge requirements of the learners. In addition, AI tools are used to help generate original and creative materials for the exams, ensuring a fresh approach to testing. All exam questions are securely stored on the university's OneDrive space, with access limited to a small number of authorized individuals. This ensures that exam integrity is maintained. The tests can also be reused after reasonable periods, following university guidelines, to ensure fairness and consistency across different exam sessions.

At Antalya Bilim University, midterm, and final exams are developed in strict accordance with the course syllabi. The content of each assessment is carefully aligned with the learning objectives outlined in the syllabi to ensure that students are evaluated on relevant and important material.

In-class writing topics are selected by the Curriculum Development Unit and are included in the supplementary booklet provided to students. These topics are designed to complement the course content and provide additional practice. All assessments, including writing tasks and other forms of formative evaluation, are tailored to meet the learning goals set for each level of study.

At Antalya Bilim University, the Testing and Assessment Unit ensures thorough coordination with academic staff by attending level meetings prior to exams. During these meetings, detailed information regarding exam content, which is directly aligned with the syllabus, is provided to instructors. Testing members also communicate key exam-related documents, including procedures, rubrics, and deadlines, via email.

Main class teachers are responsible for conveying exam details to their students and displaying relevant assessment information on the classroom bulletin boards. This structured approach ensures clear communication and alignment between the testing unit, instructors, and students, fostering transparency and preparedness for all assessments.

The level coordinators are responsible for giving feedback on the suitability of the exam for their respective levels. The specifications must be consistent across each level and remain valid

throughout the year. These specifications are then shared with the instructors teaching that particular level or skill area.

The exam topics and questions, however, are not shared with anyone outside of the Coordinating Team and the level Coordinator, who is responsible for proofreading the exam.

In-class writing exam topics are set by the Testing and Assessment Centre, and each instructor is responsible for copying the exam papers. There is a procedure to follow for each assignment, which is shared with teachers and reviewed during level meetings. Additionally, standardization sessions are conducted to ensure fair and consistent grading.

Testing and Assessment Unit members are responsible for the accurate and secure management of exam materials. Their duties include printing exam papers, ensuring the inclusion of signature lists and other essential documentation, and securely placing all materials in designated envelopes prior to the examination. Additionally, they are responsible for distributing the exam audio files on the day of the exam to ensure a standardized and organized assessment process.

Members of the Testing and Assessment Unit are also responsible for uploading a digital copy of the exam to OneDrive to facilitate secure and efficient access for authorized personnel. This process ensures the proper storage, organization, and accessibility of examination materials while maintaining confidentiality and integrity.

13. ADMINISTRATION OF TESTS
13.1 Invigilation Policy and Procedures

In the ABU English Preparatory Program, invigilation is regarded as one of the primary responsibilities of all instructors. The Testing and Assessment Unit prepares and e-mails invigilation lists and procedures prior to the exams. These procedures are tailored to align with the test design and content. Invigilators are expected to strictly adhere to these procedures and remain attentive throughout the exam to ensure standardization and minimize the risk of cheating.

Students must be seated according to the seating arrangement provided by the Testing and Assessment Centre, and they are required to sign in for each exam session. After the exam, instructors place the signed attendance list along with the exam papers counted after the exam into the exam envelope. Any students absent during the exam are marked as absent on the signature list by the invigilator.

The names of students with disabilities are submitted to the Testing and Assessment Centre in advance, and these students are assigned a separate room and an invigilator. Depending on the nature of the disability, the invigilator may need to mark answers on the student's exam paper or write the essay/response as dictated by the student. In such cases, the invigilator must complete an incident report and submit it to the Testing and Assessment Centre with the corresponding exam papers.

13.2 Cheating Policy for ABU

Cheating is strictly prohibited and is subject to disciplinary action in accordance with the Higher Education Council's regulations.

If a student is found talking to another student, showing their exam paper to others, or attempting to copy from another's paper, they should be given an initial verbal warning. If the behavior continues, the invigilator should contact a testing team member, who will issue a second warning. If possible, the testing member may relocate the student to another seat. The invigilator must document the behavior on an incident report form and submit it to the testing team.

If a student is caught cheating using unauthorized materials such as dictionaries, notes, or mobile phones, the invigilator should confiscate the items and keep them as evidence. The invigilator must then complete an incident report form detailing the observed behavior and submit it to a testing team member in the corridor. The student should be instructed to report to the testing office after the exam.

Invigilators should avoid discussing the potential consequences of the incident report with the student during or after the exam to prevent distraction for other students.

14. SAMPLE INCIDENT REPORT FORM:
ANTALYA BİLİM UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES
INCIDENT REPORT FORM

Date:

 Class Code:

 Nature of the problem:

 Absent student(s):

 Teacher's name: **Signature**

Form No:YD-FR-0017 Yayın Tarihi:03.05.2018 Değ.No:0 Değ. Tarihi:-

15. MARKING AND GRADING POLICIES AND PROCEDURES

15.1 Invigilation and Marking of Exams

All instructors will be required to participate in the administration (e.g. assessor/interlocutor), proctoring, standardization and marking of exams during the examination periods which take place at different times of the academic year. Before the exams, all instructors must attend the meetings related to their levels on time. All instructors are required to follow the steps and rules mentioned in the exam procedure.

15.2 Objective Part Marking Procedure

Instructors will grade the exam packs at the time and place announced after the exam.

All marking will be done in the classrooms; instructors will not take the packs to their offices.

1st checks will be done **with a RED pen,** and **2nd checks** will be done **with a BLUE or GREEN pen.**

If the answer is correct, put a tick next to the question. If the answer is wrong, put a cross next to it. If the student hasn't answered a question, write **NA (not answered)**.

First markers need to mark the papers according to the answer key given by the testing office. They write the grades in the boxes at the end of each section and put their initials.

Second markers are expected to mark the paper as the first markers do (tick, cross and initials) and correct the mistakes of the first markers if there are any. They also need to write the totals on the cover page and transfer them to the grade sheet given by the testing office.

Stick to the answer key and if you think there are alternative answers, inform the relevant testing member and do not grade the sheets until you are informed about the different answers.

All markers are responsible for the marking and accurate calculation of the test papers.

Initials of the markers' names and surnames should be added to the relevant space on the exam paper.

Make sure the scores of the first part of the exam are the same in both 1st and 2nd check. There shouldn't be any discrepancy between the 1st and 2nd marker while marking the objective part of the test.

Do not circle the correct answer or make any corrections on the test papers.

Count the papers before submitting them to the Testing Office.

15.3 Writing Part Marking Procedure

Instructors will grade the exam packs at the time and place announced after the exam.

All marking will be done in the classrooms; instructors will not take the packs to their offices.

1st checks will be done **with a RED pen,** and **2nd checks** will be done **with a BLUE or GREEN pen.**

First markers need to grade the papers according to the rubric given by the testing office. They write the grades on the *1st Check Grade Sheet* given by the Testing Office. The grades are not written on the cover page at this stage.

Second markers are expected to grade the paper as the first markers do. They write the grades on the *2nd Check Grade Sheet*. The grades are not written on the cover page at this stage.

After the first and the second markers finalize grading, they come together to compare the grades they assign for each paper. And they should negotiate if there is discrepancy of more than 2 points.

After negotiation, **SECOND raters** write the grades on the cover page and calculates the average.

Stick to the rubric while grading the papers.

All markers are responsible for the marking and accurate calculation of the test papers.

Count the papers before submitting them to the Testing Office.

At ABU Preparatory School, exams are evaluated by class instructors based on the answer keys provided by the Testing and Assessment Centre. For exams that include open-ended (constructed-response) questions, the Testing and Assessment Centre organizes key discussion and/or benchmarking sessions in collaboration with instructors teaching at the corresponding level.

The objective parts of the midterm and the final exams are graded by one marker, however, writing sections

are marked by two markers. All the parts of the proficiency exam are marked by two markers. Both graders use pens of different colors. When marking papers is over, the second rater writes the exam score on the cover page of the exam paper and then transfers it to the excel sheet of the related class in the system.

16. PLAGIARISM IN EXAMS
Testing and Assessment Unit at Antalya Bilim University;

uses open-ended questions that require critical thinking rather than factual recall.

creates original test questions for each test to prevent answer-sharing.

frequently updates and rotate test questions to prevent answer-sharing.

assigns personalized projects

includes a plagiarism policy statement on exams and assignments.

establishes clear penalties for academic dishonesty (warnings, grade reductions, formal disciplinary action).

If plagiarism is suspected, the testing office and the grader use an online AI detector websites, turnitin and online search engine to find the original content. If a big chunk of text was copied, it is treated as plagiarism.

If there are only a few lines of copied material, the paper is graded according to the rubric.

17. MANAGING APPEALS AND OBJECTIONS IN EXAMS

Students have the legal right to object to their exam scores within "three days" following the announcement of grades.

Students submit a petition to the secraty of School of Foreign Languages to object their grades.

A testing member reviews and checks the exam.

The student is given the answer key and his/her exam paper to analyze and check.

A final decision is made by Testing and Assessment Unit member if necessary.

Testing and Assessment Unit ensures re-evaluation of disputed answers.

Testing and Assessment Unit provides students with detailed explanations for decisions.

18. IMPROVING THE FEEDBACK CYCLE

Students are entitled to receive feedback on midterm, final and process and timed writing exams and projects and presentations.

The feedback for midterm and writing exams is given by main class instructors in the "five days" following the announcement of the grades.

The feedback for projects and presentations is given by their project/presentation teachers individualy or as a group.

The feedback for final exam is given to only students who fail by Testing and Assessment Unit.

Teachers set deadlines for returning graded assignments (e.g., within one week).

Teachers provide feedback using the "What Went Well & What to Improve" approach.

Main class teachers provide general feedback to the whole class on common mistakes.

Main class teachers conduct one-on-one feedback sessions for students who need detailed explanations.

Timely and constructive feedback is provided to the students.

19. KEEPING EXAM RECORDS AND STORAGE SECURELY

Midterm exam and writing exams will be returned to the Testing and Assessment Centre with the cover page once the period for student feedback and objection ends.

Final exams, placement tests, proficiency tests are kept in Testing and Assessment Centre.

Past exams must be kept in the archives of the Testing and Assessment Centre for "two calendar years". Their records are kept by the department secretary

Exam Questions are kept in a secure, cloud-based system with access control. Encrypted digital storage is used for sensitive data.

Establish automatic deletion protocols for expired records.

Testing and Assessment Unit restricts access to authorized members and administrative staff only.

Testing and Assessment Unit uses redundant backup systems (cloud and local servers) to prevent data loss.

20. ABU SCHOOL OF FOREIGN LANGUAGES EXAM GUIDELINES FOR STUDENTS

All students in Antalya Bilim University's (ABU) School of Foreign Languages (SOFL) are tasked with reading the following exam rules and complying with those rules.

Students must come to the exam location 15 minutes before the exam begins. Exams will begin at the announced time and students who are late will not be given extra time. **In order to avoid confusion, the official time will be set as the time stated in TRT's (Turkish Radio and Television) web site at http://www.trt.net.tr/.**
Students must bring a photo ID with them and show the ID to the proctor before the exam.
Students must bring a pencil and eraser with them. The proctor will not provide stationary supplies.
Stationary supplies may not be borrowed from other students during the exam.
Except for pencils, erasers, and pencil sharpeners, materials such as books, class notes, dictionaries, or anything else related to the course may not be kept on tabletops. Jackets and so forth must be left in the area indicated by the proctor.
Before the start of the exam, cell phones must be turned off and left with the proctor, as well as watches and all other electronic devices (palm tops, electronic translation devices, chronometers, cameras, and all devices that can store and share data from a database).
Students must take the seats in the testing location assigned to them by the proctor.
The proctor on duty at the testing location is responsible for administering the exam in an atmosphere free of disruptions, and is fully authorized to act to enforce this. The proctor has

the right to assign a different seat to the student if the proctor believes that it is necessary to do so.

The test-takers must be silent while the exam is handed out, during the exam, and when the exam is collected.

Every student must sign the attendance sheet for the test location with a pen.

Students must remain in their seats after the exam is over until they receive permission to leave from the proctor.

In case of emergency, the instructions of the proctor must be followed.

Students must put down their pencils the moment that the proctor announces that the exam is over.

Students will not be admitted to the building where the test is being held **30 minutes** after the exam has begun.

Students cannot leave during the **first 40 minutes** after the exam has begun.

Students may only bring a clear plastic bottle of water to the testing location. Students cannot eat or drink anything else.

Students cannot leave during the listening portion of the exam.

Bathroom breaks are not permitted during the exam.

Communication with anyone other than the proctor is not permitted during the exam.

Exam papers cannot be photographed or brought outside the test location.

In emergency situations such as fire, earthquake, etc., students are required to follow the instructions of the exam proctors.

Students who have failed due to absenteeism cannot take the exam.

Students who are found to be copying from others, giving their papers to others to be copied, or allowing their papers to be copied, will be subjected to disciplinary procedures by the Director of the School of Foreign Languages per Article 7(e) of the Policy Regarding Student Discipline in Institutions of Higher Education.

Students who sit an exam for someone else and students who allow someone else to sit an exam in their place will be subjected to disciplinary procedures by the Director of the School of Foreign Languages per Article 8(d) of the Policy Regarding Student Discipline in Institutions of Higher Education.

During the exam, students must abide by all instructions and notifications issued by the proctor. Following the exam rules is the most important factor in ensuring that an exam will be considered valid.

Those who are found to have violated the rules above and have disobeyed the warnings that were issued will have their ID information recorded in the Incident Report Form, and their exams will be voided. Any violation of these rules will be adjudicated per the relevant Articles of the Policy Regarding Student Discipline in Institutions of Higher Education, and disciplined will be applied to the student accordingly.

Thank you for following the exam rules and best wishes for your success on the exams.

ABU Directorate of the School of Foreign Languages

THE FOLLOWING TEXT WILL BE PRINTED ON EVERY EXAM

I vow that I accept and will abide by the exam rules, and that all the answers on this exam paper are my own. In the event that I violate the exam rules, I understand and accept that SOFL will initiate the relevant disciplinary procedures against me.

Signature:_____

21. MIDTERM & FINAL EXAM POLICY

It is every instructor's responsibility to ensure that proctoring is carried out to the highest standard.

Please ensure that you are familiar with the following information before proctoring. **It should be noted that it is not permitted to photograph or copy any exam materials during proctoring and/or marking.**

Failure to observe these rules may result in disciplinary actions.

ONE DAY BEFORE THE EXAM DAY

Remove all course related materials posted on the walls and the bulletin board in the classroom where you teach as the main class teacher **by 16:30**.

Log in to the computer in the classroom where you will be proctoring.

Check the computer and speakers in the classroom where you will be proctoring and inform the administration if there are any technical problems.

ON THE EXAM DAY

Before the Exam

Come to the Testing Office between **8:45 and 9:00** to get your assigned exam pack. The exam will start **at 9:30.**

After you get the exam pack, go **directly** to the exam room.

Make sure that you take **a stapler with** you if you are teaching **in B1 or B2 level.**

Make sure that there are no course related materials on the walls or on the bulletin board.

Audio files for the listening part will be copied on your desktop by the Testing Office before the exam starts. Therefore, make sure that you do not leave the exam room after you get the exam pack.

The audio file will be used only for the Listening Part.

Do not allow students into the class until the seating arrangement is prepared.

Seating arrangement: Write a number on each desk according to the number of students in that class (so a class of 15 students will have desks numbered in order 1 – 15).

When the seating arrangement is ready, you can let the students in and show them to their numbered desk (so the first student on the list will be seated in desk number 1, and so on).

Check student IDs and send the students without IDs to the hall monitor. (You can also check any ID cards with the student's photo on it like passports or driving licenses.)

Tell students to turn off ALL cell phones or any electronic devices before the test starts and put them on the teacher's desk.

Please get students to take off their watches and put them on the teacher's desk, as some students have digital and sophisticated watches which they can use to connect to the internet.

Get students to sign the signature list. Also make sure that you sign the signature list as the proctor. Write **ABSENT** next to the names of the students who did not sit for the exam.

Make sure that students write their **Names & Surnames** and **Student ID numbers** on their answer sheets properly.

Make sure that students read and sign the exam policy section on the exam cover. **Do not leave the classroom while you are logged in on the computer** and make sure that **you do not leave the exam pack in the classroom** if you have to leave before the exam starts.

Inform students that there are **no toilet breaks** during the exam.

Write the section names of the test and the duration for each section on the white board.

Students are not provided any stationary supplies.

Make sure that students put their belongings (coats, bags, books, dictionaries and all materials) at the back of the class. On the desks they can only keep pencils and erasers.

Students who failed due to absenteeism cannot take the tests.

During the Exam

Latecomers are accepted **in the first 30 minutes** of the test in both reading/listening and writing parts.

Students are not allowed to leave until the end of the Reading and the Listening parts in all levels.

Students are **not** allowed to leave the Writing part until the end of the exam. **(A1 level)**

Students are allowed to leave the Writing part between the **30th and 35th minutes** of the exam. **(for A2 level)**

Students are allowed to leave the Writing part between the **40th and 50th minutes** of the exam. **(for B1 & B2 levels)**

There will be **no toilet breaks** during the exam.

Under exceptional circumstances, i.e., if a student has to use the bathroom, proctors must inform the hall monitor(s).

Students **cannot leave the exam room while the listening audio is playing. Students are supposed stay in the class until the end of the exam.**

Leave the doors open until the listening part starts.

Stand at the front of the classroom, make eye contact with the students, and quietly walk up and down the rows once every 10 minutes or as needed to ensure that students are following proper exam procedures.

<u>Chatting with other proctors, reading materials or exam papers, or using cell phones or computers are not acceptable.</u>
<u>There must be a proctor in the exam room at all times. Do NOT leave the exam room unattended.</u>

If an instructor is proctoring in more than one exam room, they must spread their time evenly between the exam rooms they are responsible for proctoring. During the listening part, stay in one exam room until the recording has finished.

If students ask you to explain the instructions for a task you may do so. Do so as briefly and succinctly as possible.

Do **<u>NOT</u>** explain any words or vocabulary in the actual questions.

Under no circumstances should the recording be played more than ONCE (the dialogues are already recorded twice with the instructions and pauses).

Avoid making any interruptions while the audio is playing.

In case of an **emergency**, exam papers will be collected by the proctor and the exam will be suspended by the testing office members until the problem is solved. The exam will continue and students will be given enough time to complete the test after the problem is solved.

Do **<u>NOT</u>** let students eat or drink during the exam. They may only bring a clear plastic bottle of water to the testing location.

If any kind of cheating attempt occurs during the exam, make sure you follow the cheating policy, fill out the incident form and inform the hall monitor/s immediately.

For instructors proctoring in B1 or B2 levels:

- Please distribute the lecture questions **<u>AFTER</u>** the lecture is played twice and when you hear "*Now you will get the questions of the lecture*" as an audio instruction.

-
  When the test finishes, please **<u>attach the lecture questions to the main test booklet</u>** by using a stapler. For that reason, please make sure that you take a stapler with you to the exam room.

<u>After the Exam</u>

Do **<u>NOT</u>** let students leave the exam room until you have collected all exam papers.

Do **<u>NOT</u>** let students take any photographs of the tests or take any test materials out of the exam room.

Please **COUNT** the exam papers before you put them in the pack.

Make sure that you do not leave any exam papers in the classroom.

Make sure that you **turn off the computer and the projector** before you leave the exam room.

Bring the packs to the Testing Office right after the test.

22. SOME IMPORTANT NOTES FOR ABU TESTING AND ASSESSMENT CENTRE MEMBERS

Members of the ABU Testing and Assessment Unit at the English Preparatory Program are expected to:

- Maintain a professional demeanor.
- Genuinely consider whether suggestions could benefit the program.
- Act with fairness in all circumstances.
- Effectively and promptly address problems and conflicts.
- Prioritize accountability in all tasks.

Code of Conduct

- Members must uphold the confidentiality of exam content.
- The exam preparation schedule and procedures must be strictly followed (refer to Exam Preparation Procedures).
- Drafts of exams must be accessible for review at all times throughout the preparation process.
- All feedback should be given and received in a professional manner.

23. CHECK LIST FOR CONTINUOUS AND SUSTAINABLE QUALITY

Exam content has been determined after keeping track with the level coordinators and the program instructors.

The exam has been prepared in accordance with all the standards and usefulness factors set by the Testing Office.

Feedback has been taken from the Testing and Assessment Centre members.

Necessary changes have been made after getting feedback from the Testing and Assessment Centre Members.

The exam has been proofread by a proofreader and the level coordinator of the relevant level.

Necessary changes have been made after getting feedback from the proofreaders.

Meeting has been held with the level coordinators and/ or instructors to give some information about the content and components of the exam.

Invigilation, grading lists and other exam procedures have been prepared.

Invigilation, grading lists and other exam procedures have been dent to instructors one day before the exam.

The answer keys for the exam have been prepared.

The exams and answer keys have been printed one day before the exam.

Statistics about the exam results have been analyzed. 15 A report on the evaluation of the exam has been written.